

**MANUAL OF INSTRUCTIONS
FOR
TRAINING EVALUATION FORM**

**Preliminary Version
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PURPOSE OF MANUAL

This manual describes a form for the evaluation of students while in training and provides the specific information necessary for its use as a basic tool in the system of training evaluation.

The system makes explicit recognition of the division of responsibility between Training Staffs and the Assessment and Evaluation Staff. The former determine what is taught, how it is sub-divided for evaluation purposes, and the importance of each sub-division in arriving at an overall evaluation. The latter is responsible for the measurement aspects of all evaluations and the determination of which personality traits or attitudes are feasible of measurement in a particular situation.

The manual is divided into two parts. Part I is a general discussion of the training evaluation system and the principles followed in its development; Part II contains the specific instructions for completing a form which is to be utilized as a basic instrument in all courses where evaluation is conducted.

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Part I

GENERAL

A. Purpose of the Form

1. The primary purpose of a training evaluation form is to provide a report to students' supervisors of what the student learned and how well he learned it. A subsidiary, although still major purpose, is to provide information useful for assignment and career management purposes. In the light of this dual purpose, the form has been designed to obtain reports on the knowledge and skills taught as specific goals of the course and whatever skills, traits, or attitudes can be observed during the course. Provision is made for collection of incidental observations which, while not of value when reported in a single course, may assume value when added to information obtained from other courses or job performance. The form is not designed as a personnel action instrument, but as a means of recording and transmitting information which, when integrated with other information, will aid in dealing wisely with the individual.

2. Several specific principles were kept in mind in designing the procedure and form. The procedure is aimed at obtaining an integrated picture of the individual over his entire training period. The form permits flexibility both in terms of what knowledge and skills are taught and what may be observed. Changes can be made in the course emphasis without altering the form. The principle is emphasized that only what can be observed or measured should be reported. Ratings are obtained only when situations permit the necessary kind of observation. Questions on matters of importance for which systematic observation is not possible are included to pick up accounts of significant incidents that are observed. Where incidental observations of personality traits are recorded, instructions call for only those that really characterize the student in an outstanding manner.

3. In recording the information an effort has been made to make it as explicit as possible to aid in meaningful interpretation. Instructors' evaluations and judgments are distinguished from facts such as objective test scores or other numerical measures. The fact of the student's standing in relation to course standards is distinguished from the evaluation of his performance in terms of his normal competitive group; e.g., taking into account his age, experience in CIA, grade, and type of career. There is also a distinction made between what is systematically taught and what is incidentally observed. Finally, there are distinctions made among knowledge, skills, and other characteristics which are reported.

B. General Procedure

1. The forms will be completed partly by the Assessment and Evaluation Staff and partly by the instructional staff.

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- 2 -

2. Identifying information and objective scores will be entered on the forms by the Assessment and Evaluation Staff in the early part of the course prior to turning them over to the instructional staff for completion. The completed evaluation will be signed by the chief instructor or a member of the instructional staff designated by him, and returned to the Assessment and Evaluation Staff for transmission to appropriate offices. The second part of this manual provides specific information and directions to guide instructors in using the form.

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Part II

SPECIFIC INSTRUCTIONS

A. Section I: Identifying Information

1. **Purpose:** To provide necessary identifying information about the student and his course attendance record.
2. **A/E responsibility:** To secure the necessary identifying information from the Registrar and (with the exception of absences) to complete this section of the report prior to the end of the course but before turning the report forms over to the chief instructor.
3. **Instructors' responsibility:** To enter the number of absences to the nearest half-day; e.g., 2 1/2.

B. Section II: Observation of Attitudes or Behavioral Characteristics

1. **Purpose:** To record observations of any outstanding incident which may be of significance from a career point of view. This section consists of several questions having important implications but for which the conditions of a particular course do not provide a basis for making fine distinctions. These questions call only for a "Yes" or "No" answer. In each case the "Yes" answer is the one having possible significance, and a brief description of the type of behavior observed should be given in such cases. The first five of these questions concern incidents which may have negative implications for a student's career potential, while the last (F.) asks for any outstanding trait or characteristic, whether favorable, neutral, or unfavorable. Mention of characteristics ranging from a very specific irritating habit to a temperamental disposition would be appropriate here. "Yes" answers will be rare where there is limited opportunity for observation.
2. **Instructors' responsibility:** a. To encircle "Yes" or "No" as appropriate for each question. b. To give a brief description of the behavior observed as the basis for each "Yes" answer.

Note: The appropriate training official should insure that each instructor participate in the answering of the questions. Note further that for Questions A through E, being based on specific observation, it is not necessary for instructors to agree for the questions to be answered "Yes." Thus, observation on the part of any one instructor should be indicated by a "Yes" answer. Explanation of "Yes" answers should include the number of incidents upon which the answer is based.

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- 4 -

C. Section III: Knowledge

1. Purpose: To provide both relative numerical standings and instructors' evaluation of the degree of mastery of course content. The relative standing, which is based upon examination, reports, and other numerical grades, will be in terms of centiles. A centile score tells what percent of people in a group an individual exceeds. For example, a centile score of 75 means that the student's score is better than those of 75% of the group with which he is being compared. The evaluation, which is in terms of a "superior-excellent-satisfactory-poor-failure" scale, is a judgment based upon all information: test scores, interviews, impressions based upon class participation, etc. This evaluation is therefore broader than the centile standing, and may not correspond to it in every case. Overall academic evaluations are also included in this section: overall standing, combining all the test scores and other numerical data, and an overall evaluation made by the instructors.

2. Instructors' responsibilities: a. To notify A/E at the beginning of the course of the list of topics or course components for which separate grades will be given, and the relative weight to be assigned to each. b. To supply A/E with numerical test scores for each topic or component of the course as soon as it is feasible after tests have been scored. c. To write in the "Instructors' Rating," using the abbreviations "Sup," "Ex," "Sat," "Poor," "Fail" for the corresponding scale categories.

3. A/E responsibilities: a. To complete the column headed "Centile Standing." b. To indicate the number of students and number of classes upon which the centile standings are based. c. To furnish instructors information concerning the distribution and level of ability of a particular class to permit calibration of the evaluation scale from class to class. This information will be supplied as soon as it is accumulated.

D. Section IV: Skills

1. Purpose: a. To record information concerning skills observed during the course. Evaluations will be by instructors and/or students. Instructors' ratings may be based on course instruction or incidental observations. The "Course Instruction" column will be used to report ratings on skills which are specifically intended to be an outcome of the course. Numerical grades and evaluations will be made for these. The "Incidental Observation" column will be used to report evaluations ("Superior," "Excellent," etc.) of skills which may be observed for every student in a class, but which are not part of the goals of the course. A skill should be rated for every student in a class if rated for anyone, whether it be judged as "Course Instruction" or as "Incidental Observation." b. Skills to be rated under "Course Instruction" will be determined by A/E after conferences with instructors. These conferences normally will be held prior to the beginning of the course. Two skills with some possibility of being observed in most courses are listed on the form. c. Associate ratings of skills will be in terms of centile standing. Skills to be rated by associates will be determined by the A/E Staff. d. The group used as the basis for centile scores will be entered by A/E.

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SECRET
Security Information
- 5 -

2. Instructors' responsibilities: a. To inform A/E of the skills to be rated on the basis of "Course Instruction." b. To consult with A/E to determine what skills will be rated on the basis of incidental observations. c. To enter ratings of skills that are evaluated.

3. A/E responsibilities: a. To determine the skills to be rated by associates. b. To decide after conference with instructional staff, skills to be rated by instructors on basis of incidental observation. c. To devise procedures for obtaining ratings. d. To enter centile standings.

E. Section V: Attitudes and Personality Traits

1. Purpose: To accumulate information concerning personality traits and attitudes which may be useful in career planning.

2. Instructors' responsibility: Administer or complete rating forms which will be provided by A/E when ratings are to be made.

3. A/E responsibilities: a. To determine the traits or attitudes, if any, to be rated in each course and provide procedures for obtaining them. b. To enter centile scores

F. Section VI: Adjusted Overall Evaluation

1. Purpose: To provide for an overall evaluation of the student's performance by the instructors, based on all of the information available from both formal evaluations throughout the course and informal observations of the student. This evaluation should permit the consumer to evaluate the student in respect to his normal competitive group, i.e., to take into account his age, Agency experience, grade, and general area of work.

2. Instructors' responsibilities: a. To determine an overall rating for each student and enter it on the form.

3. A/E responsibility: None.

G. Section VII: Comments

1. Purpose: Explain any factors not reported elsewhere which may be of interest in interpreting the evaluation of the student. The information may or may not concern extenuating circumstances. This section should be left blank unless there is available important information not already reported.

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